

Editorial



This is the second issue of *The Australian Journal of Indigenous Education* for 1996. We wish first to thank Christine Strategos for her invaluable contribution as Editor over the past year, and to wish her luck in her new pursuits. It is thanks to Christine that the transition to our new format has been so smooth. We hope you will agree that the expanded journal provides thought-provoking reading on a wide range of topics of interest to those involved in Indigenous education. The diversity of views and perspectives presented in this issue testifies to the wealth of knowledge and ideas that exist among our readers.

We received several responses to articles published in the last issue. Space limitations mean we cannot publish everything that comes in, but we encourage the kind of dialogue that your feedback makes possible, and consider it healthy and important. Please keep it coming, and remember that the views expressed in this journal are not those of the Editorial Committee. Instead, they are the views and ideas of readers of this journal who engage in teaching, running programs and schools and researching issues of relevance to Aboriginal and Torres Strait Island education.

This issue reflects a broad range of theory and practice. Cecily Willis writes a new critical review of Harris's model of two-way schooling, deconstructing the discourse in ways that question its appropriateness. Heslop looks at the ways schools interact with communities, by reflecting on his years of teaching on communities in Western Australia. His interesting article documents the changes he observed, both positive and negative, after teaching on a community and returning to it years later.

Cross-cultural perspectives in this edition allow for issues to be discussed from several angles. Margot Ford provides an international perspective in an article about language nests in New Zealand and sees how they might apply to the Australian context. Sister Anne Gardiner and Teresita Puruntayemeri offer two perspectives on the use of the Tiwi 'milimika' circles in their school.

In this issue, there is some emphasis on the ways in which data can be appropriately collected and research can be conducted. Colin White discusses the Australian Council for Education Research (ML) test used to assess the verbal reasoning abilities of Aboriginal and Torres Strait Island students at The University of Southern Queensland, while Smith gives us an article looking at ways to conduct research methodologies with Aboriginal and Torres Strait Island groups. A recent article from Anna Shnukal reports on work she did for Thursday Island High School carrying out a linguistic analysis of oral forms of Torres Strait Creole and providing the information to teachers.

Dennis Foley was Griffith University's representative at the Indigenous Peoples' Conference in America, giving a student's perspective on what kind of support they need in a tertiary setting. Here we publish his talk.

Jill McDougall offers primary teachers practical ways of teaching literacy, using culturally-specific rhymes. We welcome the concrete suggestions teachers can give to their peers. This issue also includes book reviews and notices, and we hope that this journal will continue to provide an opportunity for educators to receive up-to-date information, and a chance to reflect on theory.

We remind you at this time that we welcome all contributions to the journal, although, of course, we cannot publish everything that we receive.

The Executive Editors